**Assessment Recommendations for**

**EngageNY/Eureka Math *A Story of Units***

**Fifth Grade – Module 4**

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**Module Assessment Overview**

**Purpose of Assessments**

**Mid-Module Assessment:** These tasks address approximately the **first half** of the module’s learning objectives, and provide important information for instruction and for grading.

**End-of-Module Assessment:** These tasks are based on all standards addressed in order to gauge students’ full range of understanding of the **module as a whole**. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Administration of Assessments**

* Mid- and End-of-Module Assessments are designed to be completed in approximately one class period. However, The tests can be given over multiple days as needed.
* Assessments are designed to be completed independently by students, without assistance.
* These tasks should not be preceded by review of similar problems.

**Grading Guidance**

***The points assigned to each step in the progression of learning on the rubrics have been changed.*** EngageNY’s 1-4 step/point scale, in which Step 4 denotes proficiency with grade level standards, may be confused with Bethel’s 1-4 standards-based grading system. To alleviate confusion, Bethel’s cover sheets and rubrics will use a 0-3 point scale with 3 points denoting proficiency at grade level standards.

**General Grading Guidance:**

* On the report card, student learning is reported by CCSS domain. The Fifth Grade CCSS domains are: Operations and Algebraic Thinking, Number and Operations in Base Ten, Number and Operations – Fractions, Measurement and Data, and Geometry.
* Grades in each domain should be based on multiple sources of evidence, including the Mid- and End-of-Module Assessments. The End-of-Module assessment should carry more weight than the Mid-Module Assessment in terms of student grades in the appropriate domain.

**Module 4 Grading Guidance:**

* The standards taught and assessed in Module 4 are only taught and assessed in this module. (See checklist on page 5.)

**Updates**

We recommend previewing the End-of-Module Assessment prior to teaching the module. The Mid- and End-of-Module Assessments can be found in your EngageNY Teacher Binder at the end of each module.

**Grade 5 Common Core State Standards Checklist by Module**

This grade-level chart provides an at-a-glance view of when each standard is addressed. **Shaded boxes indicate standards assessed in Module 4, and future modules in which those standards will be assessed.** *Note that standards included in major clusters are followed by an asterisk (\*)*. Please refer to the Curriculum Overview of *A Story of Units* for a curriculum map and detailed grade-level descriptions including a summary of the year, a rationale of the module sequence, and a standards alignment chart.

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| CCSS | | GRADE 5 MODULES | | | | | |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 5.OA | 1 |  | X |  | X |  |  |
| 2 |  | X |  | X |  | X |
| 3 |  |  |  |  |  | X |
| 5.NBT | 1\* | X | X |  |  |  |  |
| 2\* | X | X |  |  |  |  |
| 3a\* | X |  |  |  |  |  |
| 3b\* | X |  |  |  |  |  |
| 4\* | X |  |  |  |  |  |
| 5\* |  | X |  |  |  |  |
| 6\* |  | X |  |  |  |  |
| 7\* | X | X |  | X |  |  |
| 5.NF | 1\* |  |  | X |  |  |  |
| 2\* |  |  | X |  |  |  |
| 3\* |  |  |  | X |  |  |
| 4a\* |  |  |  | X |  |  |
| 4b\* |  |  |  |  | X |  |
| 5a\* |  |  |  | X |  |  |
| 5b\* |  |  |  | X |  |  |
| 6\* |  |  |  | X |  |  |
| 7a\* |  |  |  | X |  |  |
| 7b\* |  |  |  | X |  |  |
| 7c\* |  |  |  | X |  |  |
| 5.MD | 1 | X | X |  | X |  |  |
| 2 |  |  |  | X |  |  |
| 3a\* |  |  |  |  | X |  |
| 3b\* |  |  |  |  | X |  |
| 4\* |  |  |  |  | X |  |
| 5a\* |  |  |  |  | X |  |
| 5b\* |  |  |  |  | X |  |
| 5c\* |  |  |  |  | X |  |
| 5.G | 1 |  |  |  |  |  | X |
| 2 |  |  |  |  |  | X |
| 3 |  |  |  |  | X |  |
| 4 |  |  |  |  | X |  |

**Fifth Grade Module 4: Mid-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4 Mid-Module Assessment** | | | | | | | | | | | |
| **Domain** | | | | | **Standards** | | | | | | |
| Question | Operations and Algebraic Thinking | | | Number and Operations - Fractions | Measurement and Data | 5.OA.1 | 5.OA.2 | 5.MF.3 | 5.NF.4a | 5.NF.6 | 5.MD.1 | 5.MD.2 |
| 1 a-d, g-h |  | | | 0 1 2 3 |  |  |  |  | X |  |  |  |
| 1 e, f |  | | |  | 0 1 2 3 |  |  |  |  |  | X |  |
| 2 |  | | | 0 1 2 3 |  |  |  | X | X |  |  |  |
| 3 | 0 1 2 3 | | |  |  | X |  |  |  |  |  |  |
| 4 | 0 1 2 3 | | |  |  |  | X |  |  |  |  |  |
| 5 |  | | | 0 1 2 3 | 0 1 2 3 |  |  |  | X | X |  | X |
| 6 a |  | | | 0 1 2 3 |  |  |  |  | X |  |  |  |
| 6 b |  | | |  | 0 1 2 3 |  |  |  |  |  | X |  |
| 6 c |  | | | 0 1 2 3 |  |  |  |  |  | X |  |  |
|  |  |  |  |  | | | | | | | | |  | |
| Domain  Score | Operations and Algebraic Thinking | | | Number and Operations - Fractions | Measurement and Data | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | |
| Level |  | | |  |  |
| Level 3 | 5-6 points | | | 13-15 points | 8-9 points |
| Level 2 | 3-4 points | | | 8-12 points | 5-7 points |
| Level 1 | 0-2 points | | | 0-7 points | 0-4 points |

Notes:

**Fifth Grade Module 4: Mid-Module Assessment Task Score Sheet (continued)**

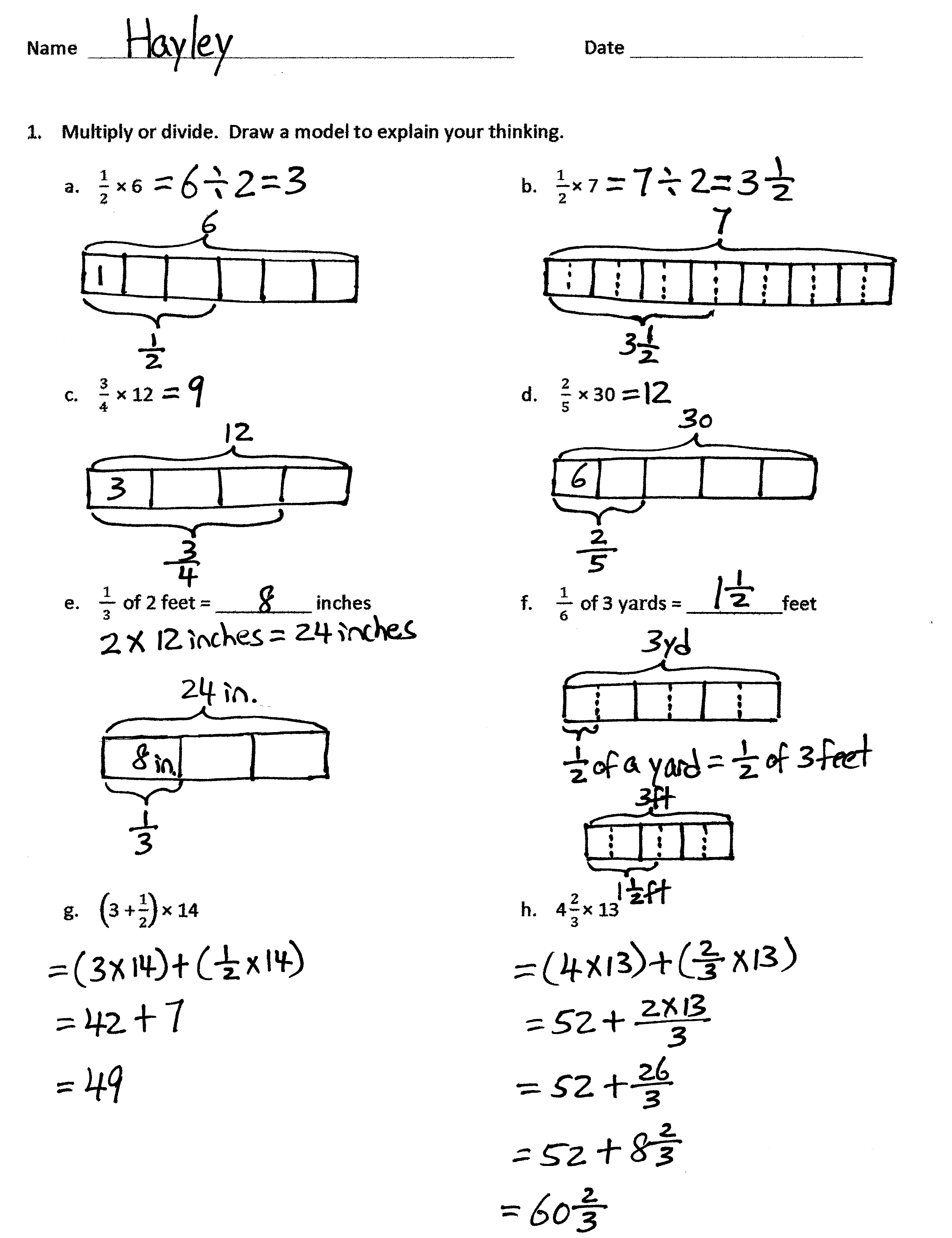
|  |
| --- |
| Mid-Module Assessment Task (Topics A–D)  Clusters and Standards Addressed |
| Write and interpret numerical expressions.  5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  5.OA.2 Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 +7). Recognize that 3 × (18932 + 921) is three times as large as 18932 + 921, without having to calculate the indicated sum or product.*  Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  5.NF.3 Interpret a fraction as division of the numerator by the denominator ( *= a ÷ b).* Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret as the result of dividing 3 by 4, noting that multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size . If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*  5.NF.4 Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  a. Interpret the product (*) × q* as *a* parts of a partition of *q* into *b* parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b*.  *For example, use a visual fraction model to show () × 4 = , and create a story context for this equation. Do the same with () × () = . (In general, () × () = .)*  5.NF.6 Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  Convert like measurement units within a given measurement system.  5.MD.1 Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.  Represent and interpret data.  5.MD.2 Make a line plot to display a data set of measurements in fractions of a unit (, , ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* |

**Fifth Grade Module 4: Mid-Module Assessment Task Rubric**

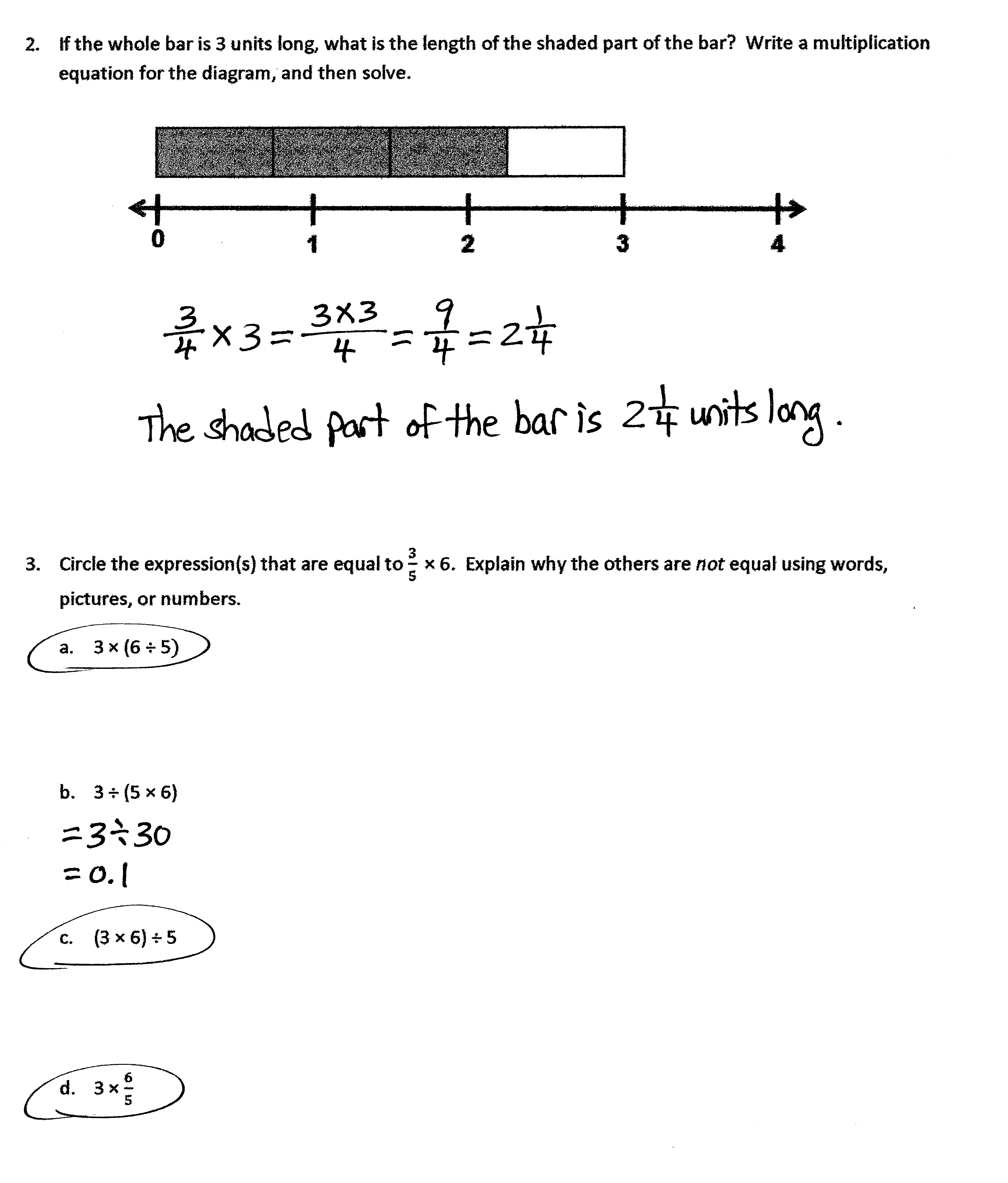
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 a, b, c, g, h \***  5.NF.4a | The student draws valid models and/or correctly answers **0** of the 12 items. | The student draws valid models and/or correctly answers **1-5** of the 12 items. | The student draws valid models and/or correctly answers **6-9** of the 12 items. | The student draws valid models and/or correctly answers **10-12** of the 12 items. (See below.) |
| a. **(1)** 3 and **(2)** model b. **(3)** 3½ and **(4)** model c. **(5)** 9 and **(6)** model d. **(7)** 12 and **(8)** model  g. **(9)** 49 and **(10)** model h. **(11)** and **(12)** model | | | |
| **1 d, e \***  5.MD.1 | The student draws valid models and/or arrives at the correct product for no items. | The student draws valid models and/or arrives at the correct product in **1** of the 4 parts. | The student draws valid models and/or arrives at the correct product in **2** of the 4 parts. | The student draws valid models and/or arrives at the correct product in **3-4** of the 4 parts. (See below.) |
| e. **(1)** 8 inches and (2) model f. **(3)** feet and (4) model | | | |
| **2**  5.NF.4a  5.NF.3 | The student’s work shows no evidence of being able to express the length of the shaded area. | The student approximates the length of the shaded bar, but does not write a multiplication equation. | The student is able to write the correct multiplication equation for the diagram, but incorrectly states the length of the shaded part of the bar. | The student correctly:   * Writes a multiplication equation: × 3. * Finds the length of the shaded part of the bar as or . |
| **3 \***  5.OA.1 | The student correctly answers **0** parts. | The student correctly identifies 1 of the equivalent equations or explains why (b) is not equal. | The student correctly identifies a, c, and d as equal to × 6.  **OR**  Identifies 2 of the equivalent expressions and explains why (b) is not equal. | The student correctly  **(1)** identifies a, c, and d as equal to × 6.  **AND/OR**  **(2)** Explains why (b) is not equal. |
| **4**  5.OA.2 | The student is unable to write expressions for (a), (b), or (c). | The student correctly writes one expression. | The student correctly writes two expressions. | The student correctly writes three expressions:   1. × (6 + 3) 2. 4 × (3 ÷ 4) or   4 × |
| **5 \***  5.NF.4a  5.NF.6 | The student is unable to find the total gallons of water collected. | The student makes significant calculation errors. | The student makes a minor calculation error. | The student:   * Finds the total gallons of water collected as gallons or gallons.   OR   * Makes an error in setting up the equation, but calculates correctly. |
| **5 \***  5.MD.2 | The student is unable to write an expression including multiplication. | The student accounts for few of the data points in the line plot in the multiplication expression. | The student accounts for most of the data points in the line plot in the multiplication expression. | The student correctly accounts for all data points in the line plot in the multiplication expression. |
| **6 a \***  5.NF.4a | The student correctly answers **0** of the six parts. | The student correctly answers **1-2** of the six parts. | The student correctly answers **3-4** of the six parts. | The student correctly answers **5-6** of the six parts. (See below.) |
| a. **(1)** Calculates c butter and **(2)** writes expression  **(3)** 16 oz of marshmallows and  **(4)** writes expression  **(5)** c of cereal and **(6)** writes expression | | | |
| **6 b \***  5.MD.1 | The student shows no understanding of converting units. | The student shows little understanding of converting units. | The student sets up the conversion correctly but makes a calculation error. | The student correctly converts c butter to fluid ounces.  **NOTE: Allow credit in part b for correct calculations based on incorrect answers in part a.** |
| **6 c \***  5.NF.6 | The student shows no understanding of solving problems involving fractions. | The student shows little understanding of solving problems involving fractions. | The student correctly **(1)** uses an equation or model **OR** **(2)** finds the number of treats taken to school as 18 treats. | The student correctly **(1)** uses an equation or model and **(2)** finds the number of treats taken to school as 18 treats. |

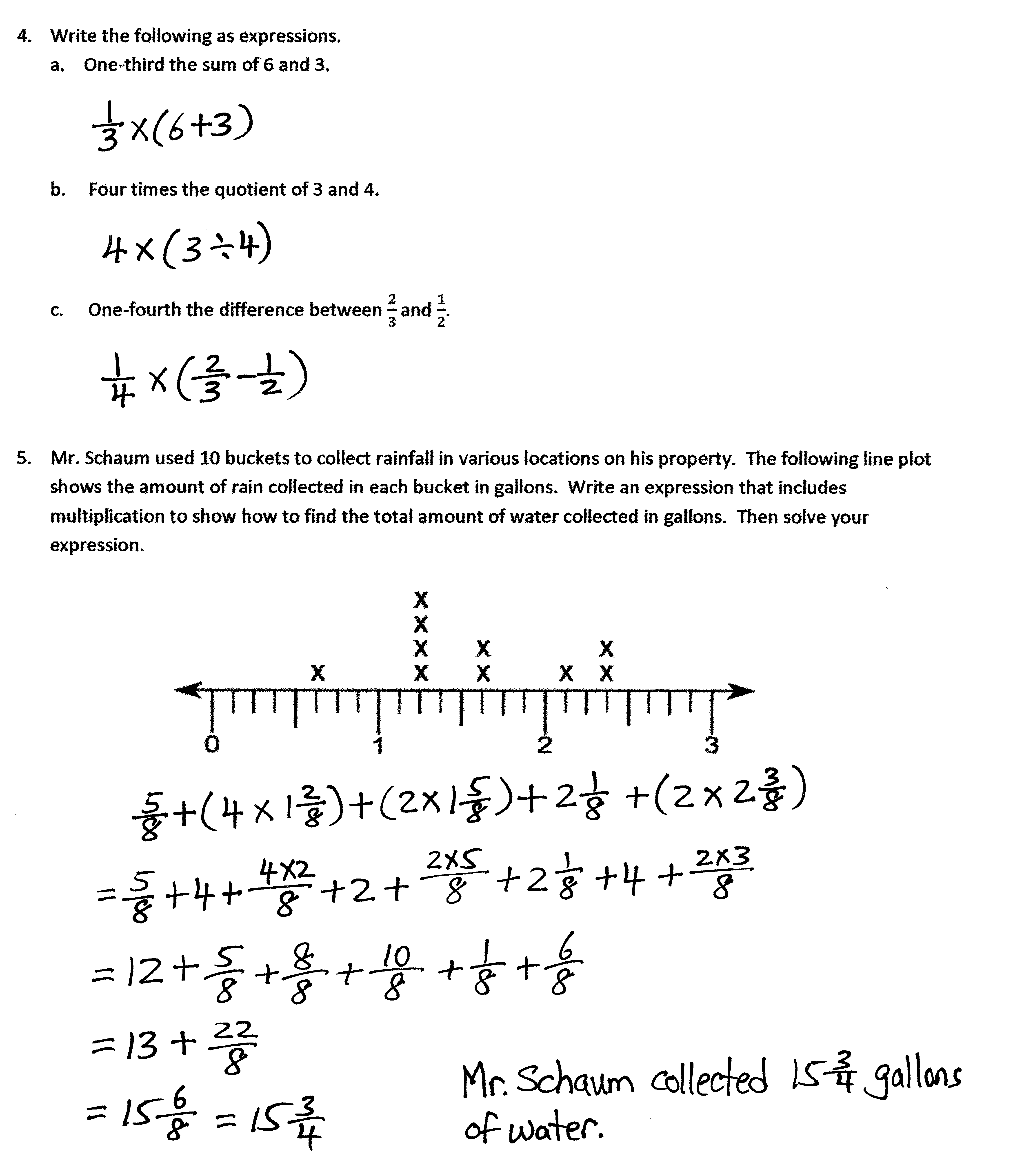
**Fifth Grade Module 4: Mid-Module Assessment Task Key**



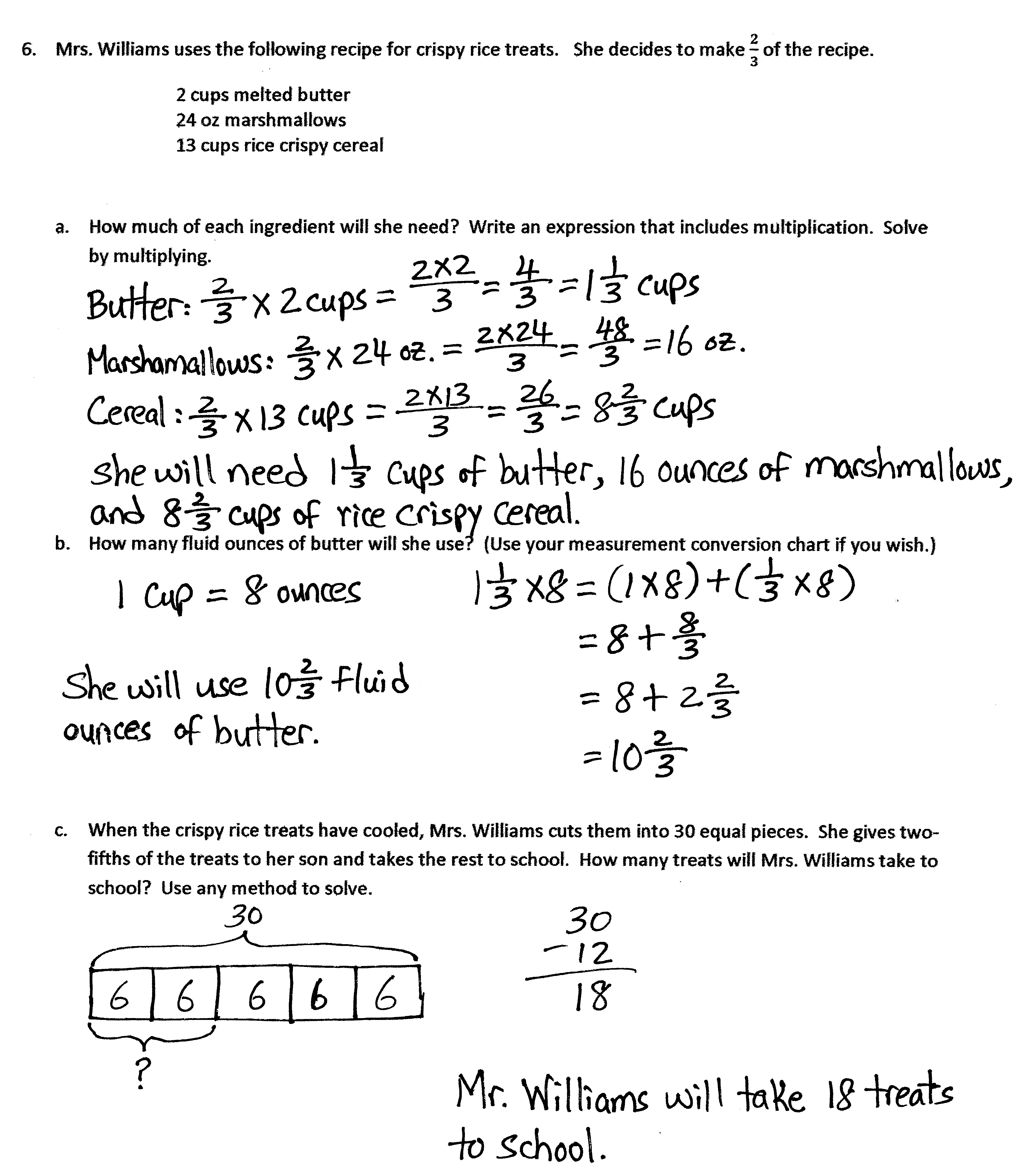
**Fifth Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: Mid-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: End-of-Module Assessment Task Score Sheet**

A Progression of Learning

A Progression of Learning is provided to describe steps that illuminate the gradually increasing understandings that students develop *on their way to proficiency.* In this chart, this progress is presented from left to right.  The learning goal for each student is to move to the last step, “Evidence of solid reasoning with a correct answer”.  These steps are meant to help teachers and students identify and celebrate what the student CAN do now, and what they need to work on next.

| Score Key: A Progression of Learning | | | |
| --- | --- | --- | --- |
| Little evidence of reasoning without a correct answer.  (0 Points) | Evidence of some reasoning without a correct answer.  (1 Point) | Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | Evidence of solid reasoning with a correct answer.  (3 Points) |

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Module 4 End-of-Module Assessment** | | | | | | | | | | | | | | | | | | | |
| **Domain** | | | | | | **Standards** | | | | | | | | | | | | | |
| Question | Operations and Algebraic Thinking | Number and Operations in Base Ten | Number and Operations – Fractions | Measurement and Data | | | 5.OA.1 | 5.OA.2 | 5.NBT.7 | 5.NF.3 | 5.NF.4 | 5.NF.5 | 5.NF.6 | | 5.NF.7 | | 5.MD.1 | | 5.MD.2 | |
| 1 |  |  | 0 1 2 3 |  | | |  |  |  |  | X |  |  | | X | |  | |  | |
| 2 |  | 0 1 2 3 |  |  | | |  |  | X |  |  |  |  | |  | |  | |  | |
| 3 | 0 1 2 3 |  |  |  | | |  | X |  |  |  |  |  | |  | |  | |  | |
| 4a |  |  | 0 1 2 3 |  | | |  |  |  | X |  |  | X | |  | |  | |  | |
| 4 b, c |  |  |  | 0 1 2 3 | | |  |  |  |  |  |  |  | |  | | X | |  | |
| 5 |  |  | 0 1 2 3 |  | | |  |  |  |  |  |  | X | | X | |  | |  | |
| 6 |  |  | 0 1 2 3 |  | | |  |  |  |  |  | X |  | |  | |  | |  | |
| 7 a, b |  |  |  | 0 1 2 3 | | |  |  |  |  |  |  |  | |  | | X | | X | |
| 7c,d,e,f,g |  |  | 0 1 2 3 |  | | |  |  |  | X | X |  | X | | X | |  | |  | |
|  |  | | | | |  |  | | | | | | |  | |  | |  | | | |
| Domain  Score | Operations and Algebraic Thinking | Number and Operations in Base Ten | Number and Operations – Fractions | | Measurement and Data | | Note: For more information about standards assessed in this module, see back of this score sheet. | | | | | | | | | | | | |
| Level |  |  |  | |  | |
| Level 3 | 3 points | 3 points | 13-15 points | | 5-6 points | |
| Level 2 | 2 points | 2 points | 8-12 points | | 3-4 points | |
| Level 1 | 0-1 points | 0-1 points | 0-7 points | | 0-2 points | |

Notes:

**Fifth Grade Module 4: End-of-Module Assessment Task Score Sheet (continued)**

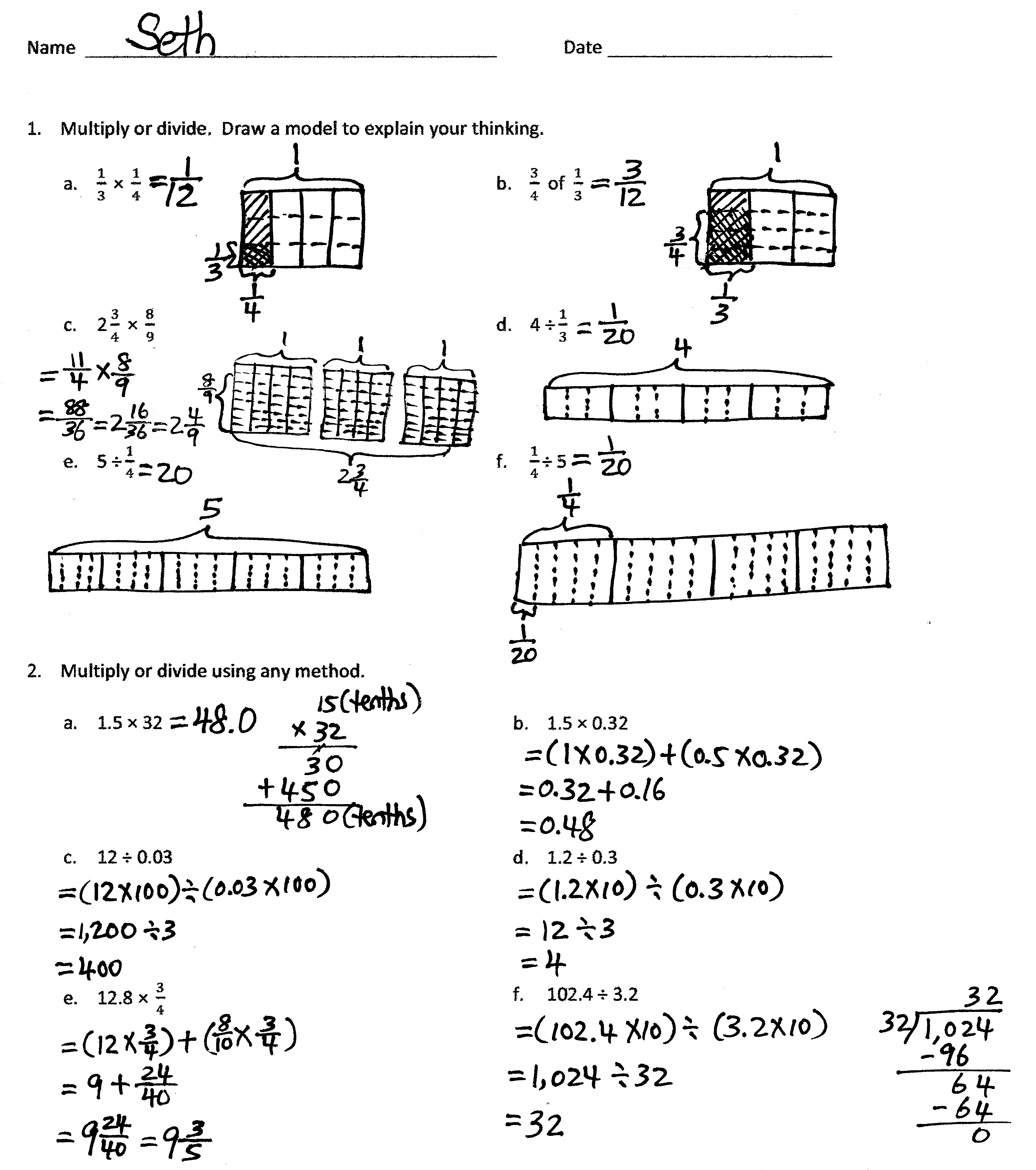
|  |
| --- |
| End-of-Module Assessment Task (Topics A–H)  Standards Addressed |
| Write and interpret numerical expressions.  5.OA.1 Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols.  **5.OA.2** Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them. *For example, express the calculation “add 8 and 7, then multiply by 2” as 2 × (8 +7). Recognize that 3 × (18932 + 921) is three times as large as 18932* *+ 921, without having to calculate the indicated sum or product.*  Perform operations with multi-digit whole numbers and with decimals to hundredths.  5.NBT.7 Add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.  Apply and extend previous understandings of multiplication and division to multiply and divide fractions.  **5.NF.3** Interpret a fraction as division of the numerator by the denominator ( *= a ÷ b).* Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. *For example, interpret as the result of dividing 3 by 4, noting that multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size . If 9 people want to share a 50‐pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?*  **5.NF.4** Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.  a. Interpret the product of *()* × *q* as *a* parts of a partition of *q* into *b* equal parts; equivalently, as the result of a sequence of operations *a* × *q* ÷ *b. For example, use a visual fraction model to show ( × 4 = , and create a story context for this equation. Do the same with () × () = . (In general, () × () = .)*  **5.NF.5** Interpret multiplication as scaling (resizing) by:  a. Comparing the size of a product to the size of one factor on the basis of the  size of the other factor, without performing the indicated multiplication.  b. Explaining why multiplying a given number by a fraction greater than 1 results in a product greater than the given number (recognizing multiplication by whole numbers greater than 1 as a familiar case); explaining why multiplying a given number by a  fraction less than 1 results in a product smaller than the given number; and relating the principle of fraction equivalence  *=* to the effect of multiplying by 1.  **5.NF.6** Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.  5.NF.7 Apply and extend previous understandings of division to divide unit fractions by whole numbers and whole numbers by unit fractions. (Students capable of multiplying fractions can generally develop strategies to divide fractions by reasoning about the relationship between multiplication and division. However, division of a fraction by a fraction is not a requirement at this grade level.)  a. Interpret division of a unit fraction by a non-zero whole number, and compute such quotients. *For example, create a story context for () ÷ 4, and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that () ÷ 4 = because () × 4 = .*  b. Interpret division of a whole number by a unit fraction, and compute such quotients. *For example, create a story context for 4 ÷ (), and use a visual fraction model to show the quotient. Use the relationship between multiplication and division to explain that 4 ÷ () = 20 because 20 × () = 4.*  c. Solve real world problems involving division of unit fractions by non‐zero whole numbers and division of whole numbers by unit fractions, e.g., by using visual fraction models and equations to represent the problem. *For example, how much chocolate will each person get if 3 people share lb of chocolate equally? How many -cup servings are in 2 cups of raisins?*  Convert like measurement units within a given measurement system.  **5.MD.1** Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.  Represent and interpret data.  **5.MD.2** Make a line plot to display a data set of measurements in fractions of a unit (, , ). Use operations on fractions for this grade to solve problems involving information presented in line plots. *For example, given different measurements of liquid in identical beakers, find the amount of liquid each beaker would contain if the total amount in all the beakers were redistributed equally.* |

**Fifth Grade Module 4: End-of-Module Assessment Task Rubric**

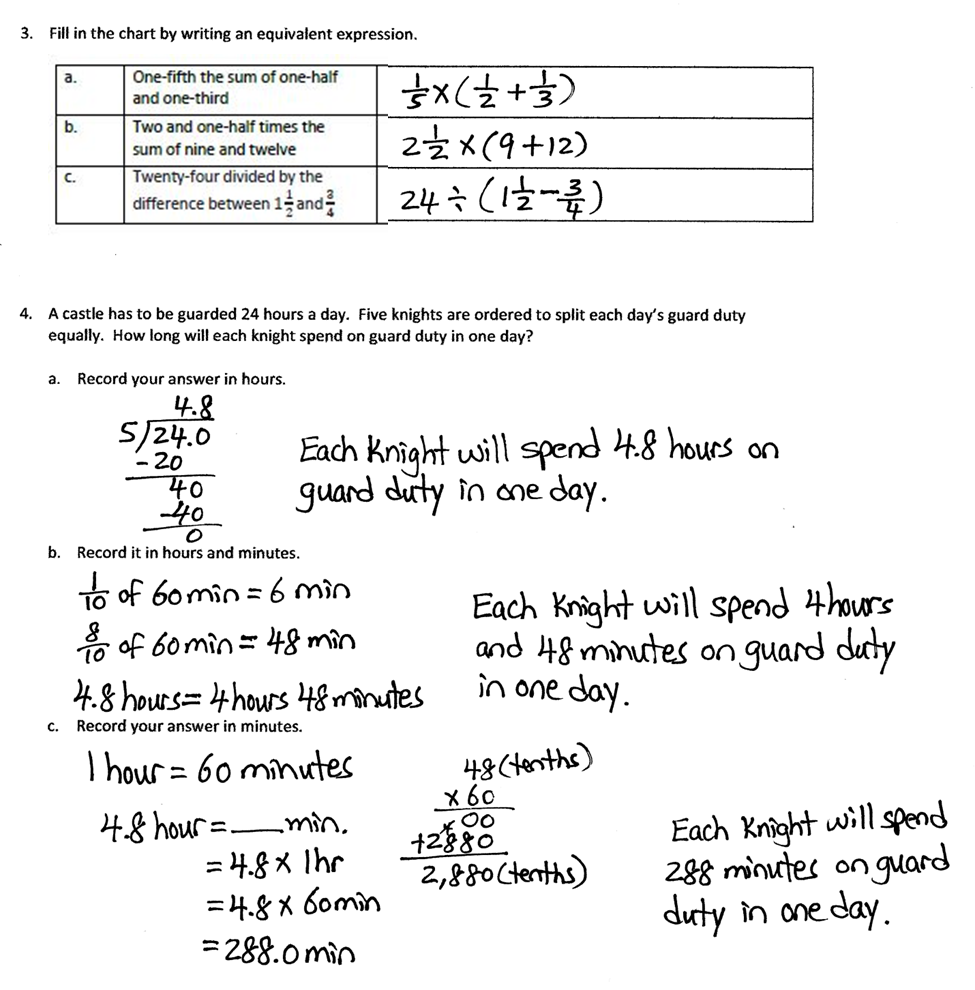
**\* Indicates items that have rubrics with changes/modifications from the original EngageNY rubric.**

| A Progression of Learning | | | | |
| --- | --- | --- | --- | --- |
| Assessment  Task Item  and  Standards Assessed | STEP 0  Little evidence of reasoning without a correct answer.  (0 Points) | STEP 1  Evidence of some reasoning without a correct answer.  (1 Point) | STEP 2  Evidence of some reasoning with a correct answer or evidence of solid reasoning with an incorrect answer.  (2 Points) | STEP 3  Evidence of solid reasoning with a correct answer.  (3 Points) |
| **1 \***  5. NF.4  5. NF.7 | The student draws valid models and/or arrives at the correct answer for **0** of the 12 parts. | The student draws valid models and/or arrives at the correct answer for **1-5** of the 12 parts. | The student draws valid models and/or arrives at the correct answer for **6-9** of the 12 parts. | The student draws valid models and/or arrives at the correct answer for **10-12** of the 12 parts. (See below.) |
| a. **(1)** and **(2)** model b. **(3)** and **(4)** model c. **(5)** and **(6)** model  d. **(7)** 12 and **(8)** model e. **(9)** 20 and **(10)** model f. **(11)** and **(12)** model | | | |
| **2 \***  5.NBT.7 | The student correctly answers **0** of the six items. | The student correctly answers **1-2** of the six items. | The student correctly answers **3-4** of the six items. | The student correctly answers **5-6** of the six items. (See below.) |
| a. **(1)** 48 b. **(2)** 0.48 c. **(3)** 400 d. **(4)** 4  e. **(5)** 9.6 or or any equivalent fraction f. **(6)** 32 | | | |
| **3**  5.OA.2 | The student has no correct answers. | The student has one correct answer. | The student has two correct answers. | The student correctly answers all three items: |
| a. **(1)** b. **(2)** (9 + 12) or 2 × (9 + 12) c. **(3)** | | | |
| **4 a\***  5.NF.3  5.NF.6 | The student does not attempt to answer the question. | The student attempts to answer the question.. | The student shows correct work with a computation error that leads to an incorrect answer. | The student correctly answers 4.8 hours. |
| **4 b, c\***  5.MD.1 | The student is unable to covert units. | The student makes computation errors in converting in b & c.. | The student correctly converts units in b **or** c. | The student correctly coverts units in b & c. |
| b. 4 hours, 48 minutes c. 288 minutes  **NOTE: Allow for correct unit conversions based on an incorrect answer in 4a.** | | | |
| **5 \***  5.NF.6  5.NF.7 | The student correctly answers **0-1** of the eight parts. | The student correctly answers **2-3** of the eight parts. | The student correctly answers **4-5** of the eight parts. | The student correctly answers **6-8** of the eight parts. (See below.) |
| 1. **(1)** 5 ÷ 2 2. **(2)** 5 ÷ 3. **(3)** Draws a correct diagram for 5 ÷ 2 and **(4)** solves 2 ½ **(5)** Draws a correct diagram for 5 ÷ and **(6)** solves.   **NOTE: Allow credit for a correct diagram based on an incorrect expression in parts a and b.**  d. **(7)** Correctly identifies 5 ÷ 2, and **(8)** offers solid reasoning. | | | |
| **6**  5.NF.5 | The student gives both a faulty example and faulty explanation. | The student gives either a faulty example or explanation. | The student gives a valid example or clear explanation. | The student is able to give a correct example and clear explanation. |
| **7 a, b\***    5.MD.1  5.MD.2 | The student correctly answers **0** of the 4 items. | The student correctly answers **1** of the 4 items. | The student correctly answers **2** of the 4 items. | The student correctly answers **3-4** of the 4 items. (See below.) |
| a. ii. **(1)** 1 gal, 2 qt, 0 pt iii. **(2)** 2 gal, 0 qt, 1 pt iv. **(3)** 2 gal, 2 qt, 1 pt b. **(4)** 13 gal, 1 pt | | | |
| **7 c, d, e, f, g\***  5.NF.3  5.NF.4  5.NF.6  5.NF.7 | The student correctly answers **0** of the 7 parts. | The student correctly answers **1-2** of the 7 parts. | The student correctly answers **3-4** of the 7 parts. | The student correctly answers **5-7** of the 7 parts correctly. (See below.) |
| c. **(1)** gal d. **(2)** gal e. **(3)** gal  f. **(4)** answers 6 c, **(5)** draws a tape diagram, and **(6)** writes an equation g. **(7)** 12 bottles | | | |

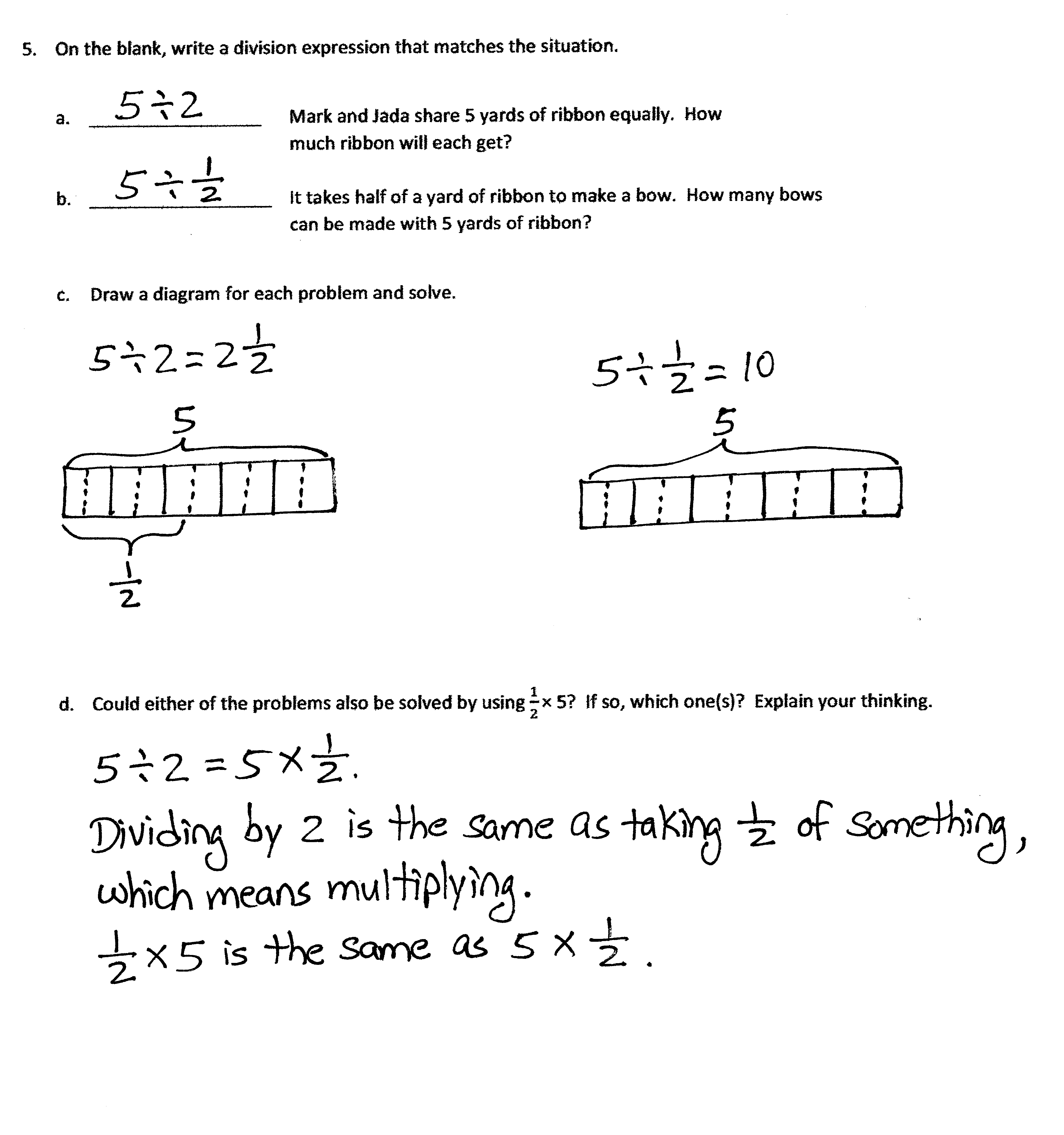
**Fifth Grade Module 4: End-of-Module Assessment Task Key**



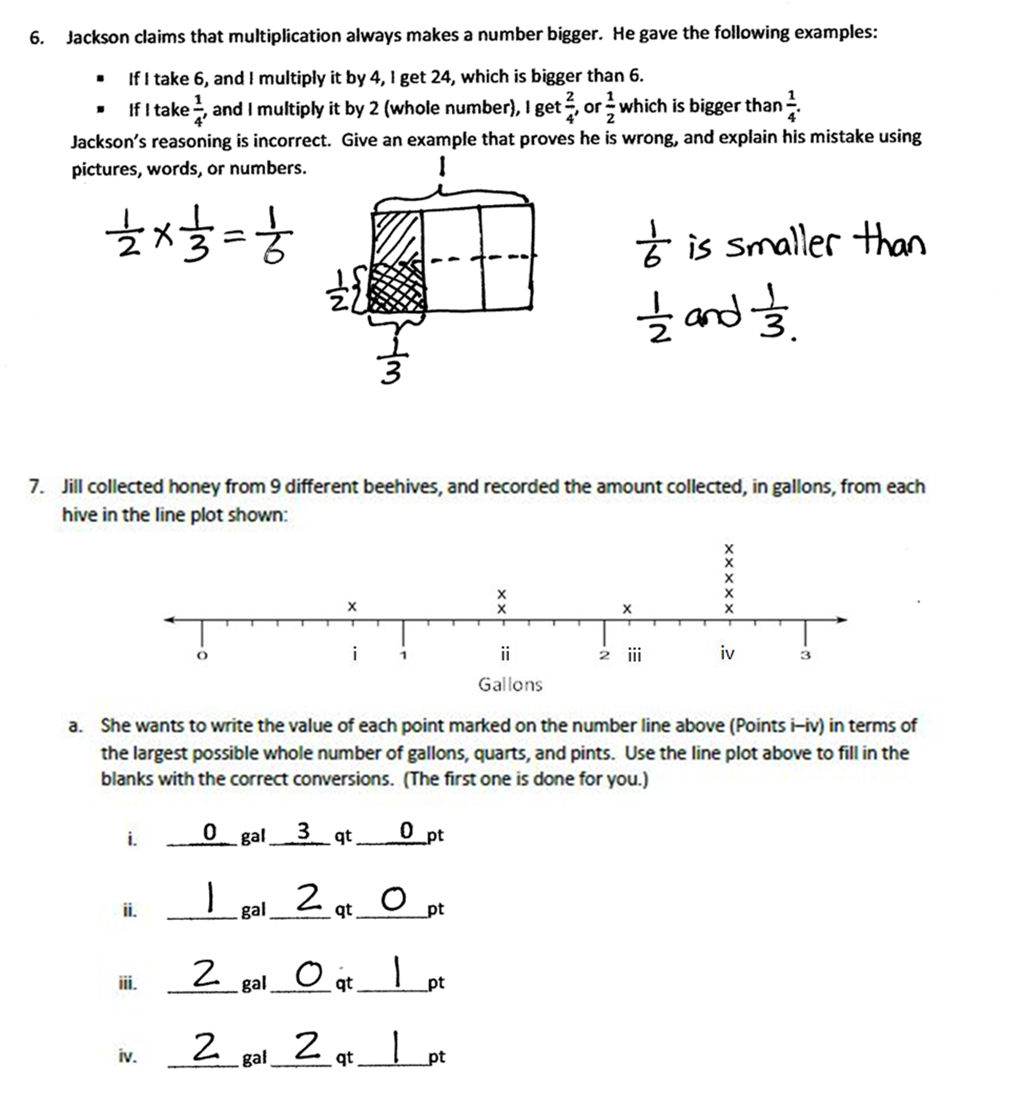
**Fifth Grade Module 4: End-of-Module Assessment Task Key (continued)**



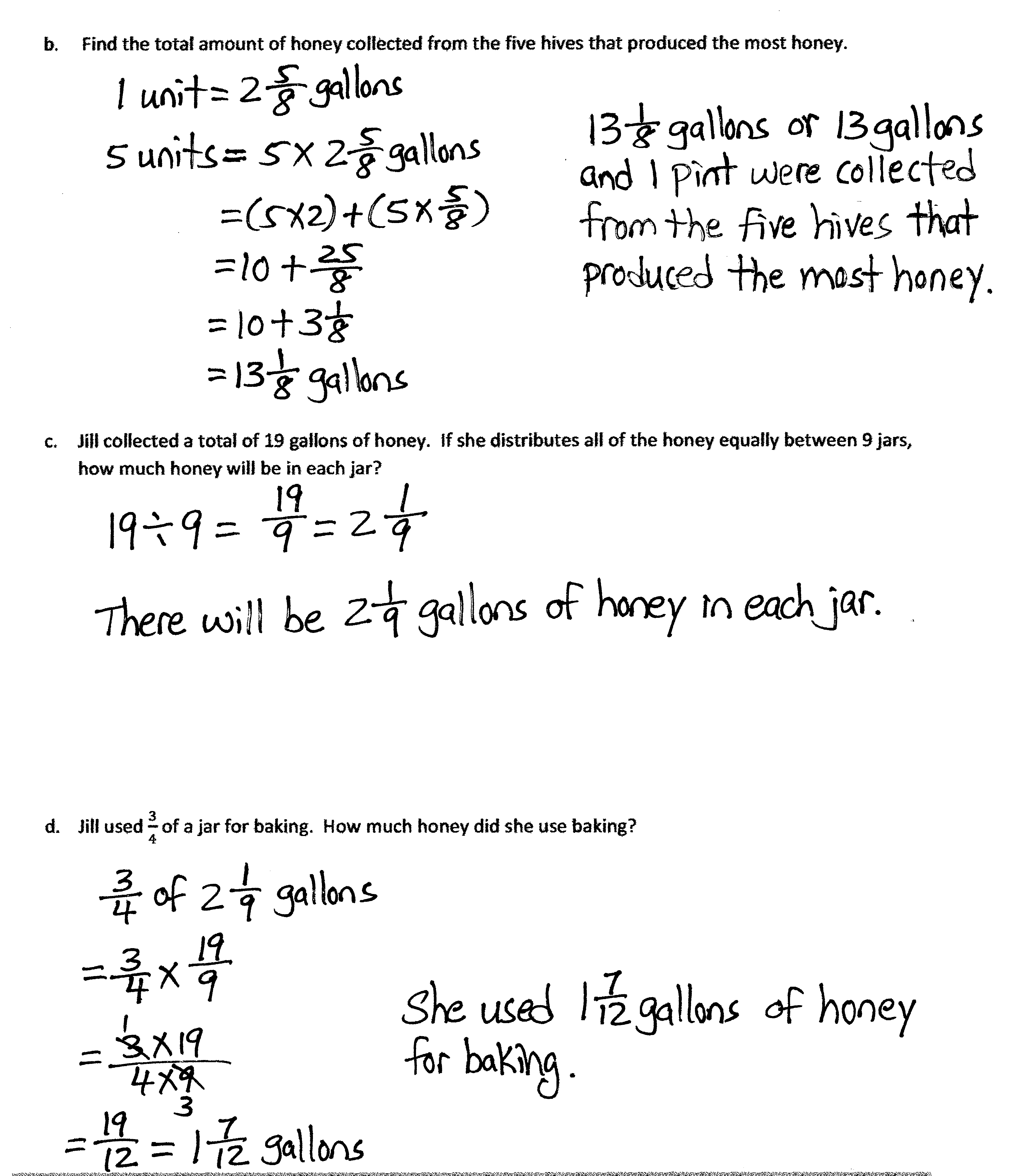
**Fifth Grade Module 4: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: End-of-Module Assessment Task Key (continued)**



**Fifth Grade Module 4: End-of-Module Assessment Task Key (continued)**

